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Mandated areas

Information received from Governments

Note by the Secretariat

Addendum

New Zealand**

* E/C.19/2004/1.
** The present document was submitted late to ensure the inclusion of the most recent information.

04-26517 (E) 020404

"The Forum, taking into account the large number of incarcerated indigenous children and youth and the need to assist them in reintegrating into society as soon as possible through socio-educational measures, recommends that the Economic and Social Council urge Governments to ensure greater protection and humane treatment of those children and youth while in prison and youth detention centres, and to provide them with socio-educational measures for their rehabilitation."

1. All young offenders (under 18 years of age) sentenced to imprisonment in New Zealand are managed in a Department of Corrections Young Offender Unit, or in a Child Youth and Family Criminal Justice Unit. All under 17 year olds are assessed to determine placement in which of these units is best for their well-being.

2. The Young Offenders Units are specialist units within adult prisons for all under 18 year olds, and 18 and 19 year olds assessed as being vulnerable to intimidation and self-harm/suicide. Currently Maori offenders make up 53 percent of the Young Offenders Units' population. Young offenders in the Young Offenders Units participate in a highly structured day consisting of rehabilitation programmes, education, employment and recreation. The programmes, staff and services are tailored to suit the needs of young offenders. A tikanga Maori (Maori knowledge/protocol) programme is currently being piloted at one of the Young Offenders Units, with a view to develop more cultural involvement in the units. A review of the Young Offenders Units is being undertaken, which will identify areas to develop services to improve outcomes for young offenders. The review is due for completion in September 2004.

3. Child Youth and Family (CYF) operate a six bed Criminal Justice Unit for young people (aged 14 to 16 years inclusive) who have been sentenced to imprisonment but who are deemed too vulnerable for Youth Units and adult prisons. The Criminal Justice Unit is a unit attached to the CYF Youth Justice Residence in Auckland. The young people placed here participate in a daily education programme, and also receive services and supports to address their individual needs. They can remain in the Criminal Justice Unit until they turn 17 years old when they are moved to a Youth Unit. Often, however, the young people are assisted enough that can be moved to a Youth Unit earlier thereby creating placements for other vulnerable young people.

"The Forum calls upon States to adopt the draft United Nations declaration on the rights of indigenous peoples before the end of the Decade."

4. New Zealand remains committed to obtaining a Declaration on the Rights of Indigenous Peoples but New Zealand requires amendments to the current draft before it can be accepted. New Zealand will continue to urge all participants in the Working Group on the draft Declaration to be flexible and recognise that some compromises will be needed if consensus is to be reached.

"The Forum recommends that Governments introduce indigenous languages in public administration in indigenous territories where feasible."

5. The Maori language is an official language of New Zealand by virtue of the Maori Language Act 1987. It is important for New Zealanders to be able to access public services through the Maori language.

6. All central government agencies are responsible for developing internal Maori language plans that will identify how they will provide their services to New Zealanders through the Maori language.

7. There has been no coordinated approach or direction from Government to incorporate indigenous languages into the administration of public services delivered by regional and local government bodies.

"The Forum recommends that Governments ... support indigenous media ..."

8. Fourteen years ago a number of radio frequencies were reserved nationwide for use by iwi (tribal) broadcasters promoting Maori language and culture. At the same time, television frequencies were reserved for a national Maori network. There are now 30 Maori radio stations throughout New Zealand, 21 of which receive government-funding and are "iwi-specific" stations, and nine stations which are non-government funded but, like the others, broadcast on reserved frequencies. The Maori radio service now covers nearly 80 per cent of the total Maori population.

9. Te Mangai Paho, a government-funded Crown Entity, makes funding available to the national network of Maori radio stations and for the production of Maori language television programmes, news programmes, music CDs and videos. The Maori Television Service channel, a first for New Zealand, is soon to go to air and a National Maori Radio Service has been proposed for the future. In 2003/04, the Government committed funding specifically for the professional development of iwi radio staff.

10. In addition, a government-owned company, Learning Media Limited, has a Maori publishing team that publishes multi-media Maori language materials for the Ministry of Education, other government clients, and corporate organisations.

"The Forum recommends that the national commissions of UNESCO work closely with indigenous experts and representatives with expertise in education, science, culture and communication to increase the participation of indigenous peoples in the activities of UNESCO."

11. The Constitution of the New Zealand National Commission for UNESCO specifically provides for Maori representation on the Commission. In addition all sectoral sub-commissions (education, science, social science, culture and communications) of the National Commission include at least one Maori representative among their members. Every effort is made by the National Commission in selecting participants in UNESCO activities, or in providing a New Zealand position on UNESCO standard setting instruments, to ensure that the indigenous Maori perspective is reflected either through direct Maori representation or briefing of participants that takes into account the indigenous Maori perspective.

"The Forum recommends that States reduce the rates of illiteracy, lack of schooling, truancy and dropouts and raise the rates of completed primary education through literacy campaigns and the design of indigenous, bilingual, inter-cultural educative and extramural models in the States where indigenous peoples live."

"The Forum recommends that States rescue, foster and give publicity to the history and culture of indigenous peoples in the education systems of the world to strengthen their identity."

12. Ensuring Maori students leave school with the skills, knowledge and qualifications they need to successfully participate in, and contribute to, society continues to be a focus for Government. Maori are more likely to be suspended, stood-down, truant or excluded from school at higher rates than non-Maori. Maori are also on average more likely to leave school earlier with fewer qualifications than non-Maori. In 2002, 35 percent of Maori left school with no formal qualification.

13. A number of initiatives have continued over the past year aimed at encouraging students to stay at school and enabling schools to support those at-risk of educational under-achievement. These include the Suspensions Reduction Initiative, truancy initiatives, alternative education programmes and funding to schools to provide innovative educational programmes that support at-risk students.

14. There are also programmes designed to help learners aged 16 years to build the foundation skills necessary to transition into employment or further study, including Modern Apprenticeships, Youth Training and Gateway.

15. Kaupapa Maori education initiatives such as kohanga reo (Maori language pre-school) and kura kaupapa Maori (Maori language primary school) have all grown from Maori initiative to support Maori language and culture within a whanau (extended family) learning environment. To support the particular needs of kaupapa Maori education Government has focused on building a quality infrastructure for kaupapa matauranga Maori (Maori education). This has included using information and communication technology to support wharekura (secondary schools) to provide a wider range of curriculum areas, the development of teaching and learning resources and materials, and increasing the supply of Maori-medium teachers.

16. Literacy skills are essential foundation skills required for the development of a knowledge society in New Zealand. Literacy and numeracy programmes to support educators and learners (children, adults and families) have continued to ensure all learners have the foundation skills to continue life-long learning and participate fully in all aspects of society.